

A STUDY ON NEEDS OF SPECIAL TRAIN TEACHERS AND EQUIPMENTS TO TEACH SPECIALLY OR DIFFERENTLY ABLED CHILDREN TO MAKE CLASSROOM INCLUSIVE

Abstract

Inclusive education is a process of strengthening the capacity of the education system to reach out the students. Inclusive education is strategy of making education universal irrespective of caste, creed, sex, normal and disable. But it is considered that 150 million students in the world live with a disability, among them most of the children live in developing country who didn't received necessary treatment and education. Now Indian govt launched different initiative for development of inclusive education. This initiative should implement properly for getting the result behind that purposes. New Delhi: 3% seats are reserved from the available seat of fresh admission in kendriya vidyalayas(KVs) and Jawahar Navodaya Vidyalayas (JNVs). This paper intended to study the what problem have faced by the teacher and students in inclusive environment and what training, material, and equipments are needed for make classroom situation effective for both special and normal child. This paper is purely a secondary data based research. This study reveals different issues regarding inclusive education. Where researcher used available secondary sources books, web sites, thesis, journal, article and journal for getting idea about inclusive education and lighting up the issue regarding inclusive education.

Keywords: Teacher Training, Differently Abled Children, Inclusive Classroom

Teacher Training - Teacher training means where teacher were train. It could be before joining the service or during the service. In training session teachers were given theoretical and practical knowledge about how to deal with the students and how to teach them. In 21st century Proper teacher training is must. For pre-service teacher education most essential practical activity is practice teaching.

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Sandipkumar and Gopal Rana emphasize that the inclusive education system requires more knowledgeable and highly skilled teachers. The most effective way to improve the quality and effectiveness of education programmes for inclusive settings is to reach pre-service teachers and teachers educators. There is a need for strengthening knowledge, competencies, skills, and attitude of teachers for creating an inclusive learning environment in the natural setting. Although the work can be challenging at times, it can also be satisfying to help children reach their full potential and see them prosper. For the development of theoretical and practical knowledge, teachers should take different courses for teacher education – integrated (dual degree) special education courses, D.Ed. special education courses, B.Ed. special education programs, M.Ed. special education programs etc.

Differently Abled Children: Disability means any permanent loss of the function of the particular organ to the extent that the individual cannot fully participate in the vocational and social pursuits. For these disabilities, children become handicapped. These disabilities include physical, mental, intellectual etc. Earlier, those children who had different problems in their physical, mental, and intellectual parts were called disabled children, but the term disability was replaced as differently abled children. The Person with Disabilities Act, 1995 ensures equal opportunities for people with disabilities and provides education, employment, and vocational training for them. According to the census report of 2001, the differently abled population of the country was estimated to be over 21 million, which was 2.1% of the total population of the country. In 2011, the number of differently abled children increased by almost 27 million, which was 22.4% between 2001-2011. Differently abled means given focus on their abilities rather than their disabilities. Every child with a disability has strength. These children may be talented on other sides except teaching and learning. Therefore, it is more important for us to focus on what children can do, their abilities rather than their disabilities. This step may help them to develop their personality and find out their innate abilities.

which will help them to become self-reliant.

Inclusive Classroom (education): Inclusive classroom means where both the normal and disabled children learn together in the same classroom, in the same schools. It implies all learners with or without disabilities being able to learn together through access to common pre-school provisions, schools and community educational setting with an appropriate network of support service.

In the very first time Kothari commission in 1966 had highlighted the importance of given education to the children with disabilities in regular normal classroom. In 1974 Government of India launched the Integrated Education for Handicapped Children (IEDC) Programme, which was first formal step towards inclusion. Inclusive education for CWSN has been one of the major intervention of the erstwhile Sarva Shiksha Abhiyan (SSA), Right To Education Act (RTE), AND Rashtriya Madhomi Shiksha Abhiyan (RMSA). Samagra Shiksha also gave importance on improving the quality of education for all children, including Children With Special Need (CWSN). Now NEP (2020) also give emphasis on inclusive education, all children whether they are special or normal all children should be thought in the same classroom and same environment without discrimination. The NEP (2020) envisages Equitable and Inclusive Education for all.

I. INTRODUCTION

More than million words are there in the world, among all the words one word is there which was known by everyone from small kids to old people. Everyone is familiar with the word “EDUCATION” education is one of the main part of our life. Education is the root cause of an individual success in life. it’s something which makes man self reliant and selfless. Education plays an very important role in moulding the character of an individual, change thinking, Behaviour and bringing students towards development.

In the history of education shows that education system is divided into two parts from the beginning namely special education and normal education. Those children who have some disability were admitted to the special school and other normal children were admitted to the normal school who didn’t have disabilities (Dash, N 2006). But this view has been changed from last few years. Like all children, Children with disabilities too have ambitions and dreams for their future. So for their up gradation UNICEF launched Inclusive education scheme in the year 2009-2010 (RIGHT TO EDUCATION ACT 2009) where all the normal and special child being thought together in the same classroom and same environment. It means real learning opportunities for group who have traditionally being excluded nor only children with learning disability also hearing, mental, speaking etc too. Allow them to come together with normal child and grow their life side by side with them. The most important responsibility of the proper function inclusive education depends upon environment, parents, teacher and community leader. So fulfil the goal of inclusive education we need some extra qualities materials, technique, equipments, training patience. Fully inclusive classroom have students across the educational and developmental spectrum, ranging from typically developing students. For that reason it become a major challenge for the teacher to support the students in balanced way. In traditional classroom mainly teachers is the main source of teaching, therefore to teach effectively to special child teacher should have some special training like how to communicate cooperate and engage them in the education, making education interesting for them with the help of different methods, technique and materials. Because one normal student teacher only thought about how to deal with students not how to deal with child with disabilities so sometimes one normal teacher might not be able to thought the disabled child effectively so therefore each and every school if there have any special child then the school should have special teacher according to the need of special child.

II. REVIEW OF RELATED LITERATURE

1. **Shiba Singh et. Al., (2020)** Conducted a study on A Study of Attitude of Teachers towards Inclusive education. From the study author find the teacher have moderate to favourable attitude towards inclusive education.
2. **Pushpa Kumari et. Al., (2019)** Conducted a study on Rethinking Teacher Education Programmes for Inclusive classroom: Issues and Challenges in India. From the study author found that there is a need to strengthen and modify the existing B.Ed, curriculum of inclusive education focusing on practical part.

3. **Lindsey Gale et. Al., (2021)** conducted a study on Overcoming Barriers to Inclusion in Education in India. From the study author found that needs of engaging and mobilizing school leaders and teacher, training, resourcing and supporting them, monitoring and evaluating them and importance of adopting an appreciative, asset-based and collaborative approach to all work with teacher and school.
4. **Harriet Able et. Al., (2014)** conducted a study on Views From the teachers: Teacher and student supports needed for full inclusion of students with ASD. From the study Authors found that Teachers described of the school environment to include peer perceptions and needs, as well as teachers needs interfering with the students full inclusion.
5. **Mina kalita., (2013)** Conducted a study of the inclusive education programme for disabled children under SarvaShikshaAbhiyan Mission in Assam. From the study author found that the SSA plans to ensure that every child with special needs, irrespective of the kind , category and degree of disabilities, is provided meaningful and quality education.

III. OBJECTIVE OF THE STUDY

- To study the needs of specially train teacher to make classroom inclusive.
- To study the needs of teaching materials, infrastructure, technique and equipments in inclusive classroom.
- To study the different challenges faced by the children in inclusive classroom.

IV. RESEARCH METHODOLOGY

Research methodology involves the systematic procedure by which the researcher starts from the initial identification of the problem to its final conclusion. Research methodology is the systematic and theoretical analysis of the method that used for the study. Research methodology is the compulsory step to know the research method, technique, population, and sample for complete the research work.

This Paper is purely secondary data based. Secondary data means where researchers used the data that is previously been gathered by other researchers. Where researcher didn't collect their data by their own with the help of different tool of data collection. Researchers used sources like books, journals, articles, websites, government sites, thesis and other available sources. This article which is written with the aim of throwing light on the concept of inclusive education and for making the inclusion in classroom what material and training may be needed.

V. ANALYSIS AND INTERPRETATION

Analysis and interpretation are the crucial and important step in the field of any research. In real sense analysis and interpretation give the shape to the research and help the investigator to draw inferences that yield conclusions and generalization. In the part of analysis and interpretation now researcher explain, what was the data has gathered from the secondary source of data for the present research. And explain all objective. The present chapter includes how the data were processed, on the basis of these results, one can easily

infer whether the objectives of the present study have been achieved or not and if achieved to what extent they have been achieved.

- 1. OBJECTIVE (1): To study the needs of specially train teacher to make classroom inclusive:** Teachers play a very vital role to make teaching and learning most effective for all the children. Teachers are the one who didn't educated us only but also motivated and pushed us to our greatest potentials. Some say teachers are genetic make-up of individual who are born with distinct, innate qualities and characteristics that make them better equipped for working in the classroom. Others say that taking courses, given training, reading textbook make a teacher better suited for their profession.

Teacher education plays an very important role to preparing the teachers for inclusive classroom. This is also a challenge to preparing a teacher for inclusive classroom. It requires knowledge, skill, patience, understanding and commitment of teacher which are important factors to achieve inclusion goals in education. Special teacher training program is very important to achieve the goal of inclusive education in inclusion classroom. Preparation of quality teacher is more important therefore its need properly design our teacher training programme. Practice teaching play an crucial role to given pre practice of real teaching to the teacher educator. (MHRD, 2012) Observe that school experience, based on the model of 'practice teaching' provide the piece –meal experiences of functioning as a teacher, mainly because teaching is 'practiced' as a mechanical delivery of a given number of lessons, rather than reflective practice(15).

(Pushpa, Sumat, Rajib, Geetanjali, 2019) in their study they found that inclusive education is not compulsory subject in some universities. It's just a theoretical part of education not practically done in the curriculum. In the practice teaching, opportunity to direct interact with the special children is missing. There is a need to strengthen and modify the existing B.Ed curriculum of inclusive education focusing on practical part.

(SreeparnsaBhattacharjee, 2022) Researcher found that there is no special educators requited in both the state and centrally affiliated schools. These ultimately severely affect implementation of inclusive education and pose a challenge to universal access and participation in education.(Ross-Hill, 2009) Research suggests general education teachers do not feel prepared to implement the interventions for special children. Some general education teachers do not support an inclusive model of teaching because of their own lack of training preparation for teaching in inclusive setting.(Harriet, Melissa, Tia, Justin 2014) Social support needs, and recommendation for changes in teacher preparation.

For getting the effective result of inclusion classroom first teacher should be prepared whoever going to teach in inclusive classroom. Teacher is the main root cause of effective teaching and learning.

- 2. OBJECTIVE (2): To study the needs of teaching materials, infrastructure, technique and equipments in inclusive classroom:** We all know that in inclusive classroom all the children are included who have different disabilities or without disabilities. And these disabilities may differ from one another.

If teachers used other method and material except traditional method in the classroom for teaching and learning then the students get more interest for learning, it make learning effective and easy for both disable and normal children. Children are always curious to know new things. There for if teachers used different methods and material then the teaching and learning process will more effectively run. Teachers should used the appropriate materials to make the learning process concrete, to participate, revised and to increase the participation of students into the learning process. This situation helps the inclusive learner to have observable and concrete learning during the process. (ScienceDirect, 2009).

For making the classroom inclusive teacher should adapt different accommodation in curriculum. Following points regarding the uses of materials which data was gather from (Brent Loomes research study in Study.com).

- For physical disabilities:
 - Extending test time.
 - Providing students with assistive technology as required.
 - Allowing late starts for students who need special transportation, such as a shuttle.
- For intellect disabilities:
 - Allow for the use of computers when responding to question.
 - Adapt and make curriculum changes as needed.
 - Use Audio visual aids.
 - Allowing for the use of sensory instruments.
 - Using special lighting.

For the effectiveness of inclusive classroom the curriculum must be flexible and alternative way should be there for all the children. According to the needs of different type of disabled children schools should make their curriculum. Which will definitely help them to grow and shine together with normal children.

- 3. OBJECTIVE (3): To study the different challenges faced by the Disabled children in inclusive classroom:** Inclusive education means bring all the children in one classroom where normal and disabled children learn together in the same classroom and same environment. Give equal chance to all normal and disabled children to grow together. But the equality cannot remove the barrier and challenges which was faced by the disabled children in normal classroom, disabled children needs equity rather than equality, if they will get this equity then they can grow with the normal children. NEP 2020 mention about the equity in education for disabled children, but yet disabled children did not get the appropriate place where they can learn and shine freely and effectively. Mehraj and Syed (2017) explain in their study that in our traditional classroom only some stipulated method are used to teach differently abled children by the method of teaching disabled children unable to take full advantages from teaching learning process. Rigidity of curriculum also become the major issue for disabled children. It's did not allow the special children to go with the normal one. No special curriculum is there to fulfil the diverse needs of special children negative attitude from parents neighbour and school also

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become the major issue of inclusive education. (StudyQuirk, 2022) mention some challenges faced by the disabled children like negative attitude of teachers for the disabled children and inadequate funds. (UNESCO, 2009) also mention that inadequate funding is major constraint to the practice of Inclusion.

According to UNESCO “The greatest barriers to inclusion are caused by society not by medical impairments.”

VI. MAJOR FINDINGS

- Used appropriate teaching learning materials like Braille, mathematical device, Low vision aids.
- Needs to change the curriculum for teacher educator.
- The provision of transportation facilities for special child is an important factor for successful implementation of inclusive education
- Negative attitude of parents, teacher, communities towards disabilities may hinder the developments of disabled children.
- Lack of trained teacher, non involvement of parents, infrastructure problems, lack of inclusive learning environment is the main barrier of inclusive education.

VII. SUGGESTIONS

- Trained and ability teacher should appoint in all the school.
- Attitude of parents, neighbour and teachers should be changed for differently abled children.
- Different scheme which was launched by the governments these should be implement properly.
- Flexible curriculum should be design for special children.

VIII. CONCLUSION

According to (NCERT) achievements are determined by teacher's competence, skills and knowledge. Teacher are more essential components to ensure quality environment in inclusive classroom. Teacher training parents positive vibe community encouragement and different materials are most important for fulfil the aim of inclusive education. Teacher education play very important role to prepare a teacher for meets the needs of a learner. So it can be said that development of teacher is a core initiative for implementing inclusion in school. B.Ed degree is the professional course for preparing teacher. But in normal B.Ed mainly focused on theory part of the inclusive education while ignoring incorporation of theory with skill-building with practical exercise which makes the teaching incomplete and inadequate.

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